

## 1. BASIC INFORMATION

|                               |   |
|-------------------------------|---|
| <b>Course</b>                 | Sports Law  |
| <b>Degree program</b>         | Bachelor's Degree in Physical Activity and Sport Sciences |
| <b>School</b>                 | Medicine, Health, and Sports                              |
| <b>Year</b>                   | 2nd   |
| <b>ECTS</b>                   | 6 ECTS  |
| <b>Credit type</b>            | Core  |
| <b>Language(s)</b>            | Spanish and English                                       |
| <b>Delivery mode</b>          | Campus-based/Online                                       |
| <b>Semester</b>               | S3  |
| <b>Academic year</b>          | 2025/2026   |
| <b>Coordinating professor</b> | Dr. Nicolás de la Plata Caballero                         |
| <b>Professor</b>              |   |

## 2. PRESENTATION

This is a second-year subject area on the Bachelor's Degree in Exercise and Sport Sciences. It is taught over the course of one semester and is worth 6 ECTS (62 hours).

Legal training has a strong classical nature, strengthened by its deep roots in society on a universal level. In this subject area, students learn about the specific and unique characteristics of sports law, giving them a specific overview of the current situation in sport and its legal framework.

The subject area takes an interdisciplinary approach to sports law, studying it from different perspectives. Students are offered a dynamic learning experience, focusing on all matters related to sports law. This is achieved through a combination of group work, role-play sessions, debates, discussion forums and the simulation of legal processes at national and international institutions.

As such, the aim is for students to develop an integrated overview of all dimensions of the sports sector, understanding its specific characteristics and the essential integration of the different branches of law that are applicable to it.

### Key themes:

- General Introduction and Sports Legislation.
- Public and private sports institutions at national and international levels.
- Specific legislation directly affecting the sports field.

- Relationships in sports work, from labor to volunteer work, as well as sports technician qualifications.
- Civil liability in the sports field and its insurance, as well as the creation of companies and related actions.

### 3. LEARNING OUTCOMES

#### Knowledge

KN7. Identifies historical, legal, ethical and deontological principles in the context of sport

- Identifies key concepts related to general and special sports law, and the public-private hierarchy of law.
- Determinates the components, structure, status and features of sporting organisations, and the legal aspects of physical activity and sport.
- Applies the rules on doping, violence and professional sport to professional life.
- Considers the correct, safe approach of private entities to carrying out activity in the sport and physical activity sector, including their relations with public bodies.

#### Skills

SK05. Applies organisational and regulatory conditions to effectively design professional practices and human resources in any professional discipline of the sport and physical activity sector.

- Implements, at a basic level, the various legal tools associated with the sport and physical activity sector.
- Enforces regulatory requirements to ensure proper planning in terms of professional activity and human resources, in any area of professional practice within the sport and physical activity sector.

#### Competences

CP19. Identify, analyse and evaluate the components, structure, status and features of all types of physical activity and sporting organisations, as well as the legislation and legal aspects related to physical activity and sport.

CP21. Identify, organise, manage, plan, coordinate, implement and evaluate staff performance, with an emphasis on the management, coordination, planning, supervision, and technical/scientific evaluation of the activity, performance and provision of services by professionals active in the sport and physical activity sector, in all types of services and in any type of organisation, context and environment, with a focus on particular groups within the population, and in any area of professional practice within the sport and physical activity sector, while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

CP29. Be aware of, develop and know how to apply ethical, deontological, structural, organizational and performance requirements, as well as standards of professional practice for Physical Activity and Sports Sciences Graduates, in any area of professional activity within the sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management); and be able to carry out multidisciplinary work.

CP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

CP43. Ethical-social competence. Show ethical behavior and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

## 4. CONTENT

- Topic 1. Introduction to sports law. General sports law in Spain.
- Topic 2. Structure and organisation of public and private sporting institutions.
- Topic 3. Special sports law: doping, violence, professional sport.
- Topic 4. The Olympic Movement and international sports law.
- Topic 5. Civil liability and sports insurance Primary legislation on sports companies and their incorporation. Grants and procurement.
- Topic 6. Employment and volunteering in sport Sport-related qualifications and their professional practice.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures
- Case studies
- Simulation
- Problem-based learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### On campus:

| Learning activity             | Number of hours |
|-------------------------------|-----------------|
| Lectures                      | 12              |
| Practical application classes | 18              |
| Oral presentations            | 2               |
| Independent working           | 60              |
| Debates and discussions       | 8               |
| Tutorials                     | 12              |
| In-person assessment tests    | 2               |
| Case analysis                 | 18              |
| Problem-solving               | 18              |

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>150</b> |
|--------------|------------|

#### Virtual mode:

| Learning activity                                   | Number of hours |
|---|-----------------|
| Synchronous virtual lectures (hybrid mode)          | 10              |
| Synchronous virtual practical application classes   | 20              |
| Case analysis (hybrid mode)                         | 18              |
| Problem-solving (hybrid mode)                       | 18              |
| Synchronous oral presentations (hybrid mode)        | 2               |
| Independent work (hybrid mode)                      | 60              |
| Synchronous virtual academic tutoring (hybrid mode) | 12              |
| Virtual forums (hybrid mode)                        | 8               |
| In-person assessment tests (hybrid mode)            | 2               |
| <b>TOTAL</b>  | <b>150</b>      |

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

#### Campus-based mode:

| Assessment system                   | Weight       |
|-------------------------------------|--------------|
| On-campus knowledge tests           | 50% (40-50%) |
| Case/problem                        | 45% (45-50%) |
| Oral presentations (on campus mode) | 5% (5-10%)   |

#### Virtual mode:

| Assessment system                   | Weight       |
|-------------------------------------|--------------|
| On-campus knowledge tests           | 50% (40-50%) |
| Case/problem                        | 45% (45-50%) |
| Oral presentations (on campus mode) | 5% (5-10%)   |

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of a 4.0 in the exams in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of a 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

#### Campus-based mode:

| Assessable activities   | Deadline |
|---|----------|
| Role playing – Trial  | Week 6   |
| Organization of a Sports Activity   | Week 8   |
| Test 1  | Week 9   |
| Legal prevention in the planning of extraordinary sports activities: biomechanics and stress testing. Image, informed consent, insurance. | Week 11  |
| Test 2  | Week 14  |
| Final project: creation of clubs, grant, authorization for public land use, human resources, volunteering                                 | Week 16  |

#### Virtual mode:

| Activities evaluable   | Date    |
|--|---------|
| Role playing – Trial   | Week 6  |
| Organization of a Sports Activity  | Week 8  |
| Creation of a sports club  | Week 13 |
| Final project: creation of clubs, subsidy, authorization for public land use, human resources, volunteering, insurance | Week 14 |
| FINAL test   | Week 16 |

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

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The recommended bibliography is:

- MILLAN RODRIGUEZ, Antonio, *Legislación deportiva*, 9ª edición, Madrid, Ed. Reus, 2016
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- AGIRREAZKUENAGA, I., *Intervención pública en el deporte*, Civitas, Madrid, 1998.
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- DE VICENTE, Rosario y MILLAN GARRIDO, Antonio, *Dopaje Deportivo y Código Mundial Antidopaje*, Ed. Reus, 2014

- DÍEZ GARCÍA, J., *El negocio del fútbol profesional. Cuestiones jurídicas y prácticas*, Editorial Académica Española, 2013.
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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.